

## COLOUR ME

EZEKIEL KWAYMULLINA

ILLUSTRATED BY MOIRA COURT

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YEAR LEVEL: K–Y3

CROSS-CURRICULUM PRIORITIES: Aboriginal and Torres Strait  
Islander histories and cultures; Sustainability

### ABOUT THE BOOK

*We are all different. But together we colour our world amazing.*

Using the rainbow as a metaphor for our diversity and uniqueness, Indigenous author Ezekiel Kwaymullina joins forces with award-winning illustrator Moira Court in this gorgeous new picture book. Luminous screen prints and evocative prose celebrate every individual colour as well as the power of their combination.

### ABOUT THE AUTHOR

Ezekiel Kwaymullina is from the Palyku people of the Pilbara region of Western Australia. He is the author of several picture books, including *We All Sleep* (2015), *Dreamers* (2014) and *My Country* (2011), all illustrated by Sally Morgan.

### ABOUT THE ILLUSTRATOR

Moira Court is an artist and illustrator. Her work is inspired by nature, conservation, folklore and folk art. Originally from the south-west of England, she now lives in the Perth hills with her husband and daughter.

### THEMES

- Individuality
- Diversity
- Creativity
- Nature and wildlife

### AUSTRALIAN CURRICULUM OUTCOMES

K–3 Visual Art

K–3 English

K–3 Biological sciences

### USEFUL WEBSITES

- Illustrator's website: [www.moiracourt.wordpress.com](http://www.moiracourt.wordpress.com)

### CLASSROOM IDEAS

#### Discussion questions

1. What is your favourite colour and why?
2. What do you think the author means when he writes *together we colour our world amazing*? Do you think it would be boring if we were all exactly the same?
3. Why is it important not to judge people based on physical appearance?
4. *The most important colours are the ones within our hearts*, says the book's dedication. What do you think this means?
5. What colours do you feel are found in your heart? What does each one represent? Create an illustration.



## Visual art

1. Styrofoam printing – Etch a picture of your favourite animal from the book into an A5 piece of foam using a sharp pencil. Cover the etching with block ink using a roller. Next, flip it over and with the wet side facing downward, press firmly onto paper or cardboard to create your very own animal print. Repeat for different animals using different colours and patterns.
2. Animal sculpture – Create a sculpture of an animal from the story using plasticine, clay or recycled materials, e.g. make a crocodile out of cardboard egg cartons and paint it green. You may even like to create a diorama for your animal.
3. Colour collages – Work in groups of four. Each group is allocated a colour from the book. Brainstorm things that link to this colour, e.g. red – strawberries, ladybugs. Which team can come up with the most ideas? Create an A3 collage of images that link to your colour, using pictures from old magazines etc.
4. Puppet show – Create your own animal puppets for the characters in the book. These can be used to read along, or to retell the story. Resources could include cut-outs of geometric shapes such as triangles and rectangles, felt and recycled materials like cardboard.
5. Mixing colours experiment – What colour do you get when you mix blue and yellow? Red and blue? Red and yellow? What other colours can you create?
6. Self-portrait – *We are all different*. Use a mirror to study your reflection and create a self-portrait in a medium of your choice, e.g. acrylic paint, watercolour, pencils, sculpture etc.

## Creative writing

1. What is a verb? Read the book aloud and perform the actions, e.g. *I'd glide through the air with playful possums, I'd dash through the bush with daring dingoes* etc.
2. What is alliteration? Find examples in the book, e.g. *fearless foxes; cunning crocodiles*. How many examples can you find? Create some new alliterative animal word-pairs of your own.
3. What is a simile? Each colour in the book is introduced through a simile that uses the following structure: 'If I was \_\_\_\_, I'd be as \_\_\_\_ as the \_\_\_\_.' In pairs, use this structure to create some colour similes of your own.
4. Continue the story – what animal will you link to your colour above? Use the following structure to add a habitat and verb phrase (action) for your animal: 'And I'd (insert action and habitat) like (insert alliterative animal pair)', e.g. *And I'd dash through the bush like daring dingoes*. Pages can later be bound together to create a class book.
5. Write an imaginative short story about a day in the life of your favourite animal from the book. Where do you live? What do you eat? What dangers might you face? What adventures will you have?
6. Choose the name of an animal or colour from the book to create an acrostic poem. Each line should describe something related to this animal or colour. Alternatively, create an acrostic poem using the letters of your own name (each line should be all about you and what makes you unique).

## Biological science and sustainability

1. Choose your favourite animal from the book and create a fact sheet with the following information: name, physical characteristics, habitat, diet, life cycle, interesting facts, labelled diagram, conservation status. Include a reference list of all sources used in your research.

## Aboriginal and Torres Strait Islander histories and cultures

1. The author of this book is from the Palyku people of the Pilbara region of Western Australia. As a class, view images of this region and find it on a map. How does it appear similar/different to your home?
2. As a class, what can you find out about the Traditional Owners of the area your school is located in? Create a poster that shows what you have found out.
3. What are the colours of the Aboriginal flag? What are the colours of the Torres Strait Islander flag? What do these colours mean?
4. As a class, discuss the concept of 'Reconciliation'. Write down what reconciliation means to you and create a display of all your ideas.